



EFFECT OF MAGIC SING STRATEGY ON THE READING SKILLS OF GRADE FOUR FAST LEARNERS (FL)

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ABSTRACT

The purpose of this phenomenological research study was to describe the Effect of Magic Sing Strategy on Reading Skills of Grade Four Fast Learner class school year 2020-2021. This study was conducted in Santa Cruz Central Elementary School – Fast Learner class, Santa Cruz South District, Division of Davao del Sur. The respondent of this study were the 95 grade four learners, 47 were from section A which comprised of a controlled group, and 48 were from section B comprising of the experimental group. This study made use of a quasi – experimental research design of a non – equivalent control group based on pretest and posttest. This study revealed that the Magic Sing approach has an effect on the Reading Skills of Grade Four Fast learners. It also revealed that there was a magnitude of difference between the post – test scores of the controlled and experimental groups. The pre – test scores of the grade four fast learners in both controlled and experimental groups were at the beginning level. Therefore, student's reading should be improved by continuous lectures given with the help of audio – visual aids such as audio video clips based on different daily life situation. All of these problem can only be solved by improving student's reading skills through audio visual aids.

KEYWORDS: *sing, listening and Learning is a continuous process*

INTRODUCTION

Reading skills is a complex act that requires many years of experience and use in order to do well. Many “models of reading have been offered, each attempting to describe the essential components of skilled reading. Reading can be described at many levels, from the neurological to psychological to the sociological. It is useful to think of skilled English readers as individuals understand and use the “alphabetic principle”, that is how sound of spoken speech can be presented by letters in the alphabet and how letters are used to identify printed words. Have and use background knowledge, knowledge of words, and comprehensions strategies to obtain meaning from print. Read fluently and effortlessly, except when they come across unfamiliar text, when they consciously use the alphabetic principle and comprehension strategies to make sense of what they are reading. Successful reading and writing involves comprehension, fluency, mastery of essential strategies, and motivation (Evanced 2013).

Reading comprises of complex blend skills and young people in elementary classrooms can be at various stages in their acquisition of these skills. In order to make continuous progress throughout their elementary years, young people need frequent experiences of appropriately challenging and complex texts and tasks and activities that develop the full range of reading skills. A clear understanding of standards and expectations at each level in the key reading skills will support teachers across subject areas to plan learning of appropriate challenge. It will also enable to read texts with increased fluency and understanding (Alba 2015)

Reading skills refers to the ability to understand written texts. It is advisable to develop this skills at early age of schooling. When students comprehend or understand written text, combine the understanding with the prior knowledge. Reading skills for pleasure is more important for children's educational success. This is because the development of reading is a key to future success both in school and in life. By supporting children to read in their leisure time at every age, parents can help to ensure that children are equipped with the necessary skills to succeed in later life (Tadesse 2017).

Children need to hear words in different context. Children with rich vocabularies have an educational advantage. Knowing many words helps children recognise written words and makes it easier to gain meaning from what is being read. Children need to repeat unfamiliar words often and then use them daily conversations to strengthen their understanding. Don't hesitate to add descriptive words or more information to what is already in the book. Talking, singing, reading, writing, and playing with your child will help her develop her vocabulary skills (Kaye 2016).

Individuals who struggle with reading, on the other hand, expend considerable cognitive effort and attention in translating print into language, which expends cognitive effort and attention in translating print into language, which expend cognitive resources that could better be utilized in constructing, interpreting and evaluating meaning. They struggle with learning to map the writing system (i.e. the printed visual symbols individually and combination) to the spoken form of the language (i.e. the phonetics, phonology and morphology). Their reading behaviour is characterized by slow, effortful processing of texts. This can impact not only their recognition of individual words, but also building meaning from sentences and paragraphs of texts. The irregular mapping of sight – to – sound patters (vice versa) in English spelling presents an additional challenges to learning to read fluency (Sabatini 2015).

Students were very much responsive in the classes where the teachers used audio – visual aids. Students paid more attention to the lessons, understood the lesson well and thus participated in the class with enthusiasm, providing different response. The



different elements in the pictures helped them to generate ideas before speaking. It made the task of the students easy had visualization in front of them. Thus the class became an interactive one with the active participation of the students (Edmonson 2016).

To improve reading skills needs to bring chance in the teaching techniques, and to change teaching technique, there is utmost need of acquiring professional education so that a teacher should be aware of his learner's problems. Student's reading should be improved by continuous lectures given with the help of audio – visual aids such as audio video clips based on different daily life situation. A teacher should focus not only on writing skills but also speaking, listening and most importantly reading skills. Due to this problem, they cannot participate actively in conversation and activities based on daily life situations. They have frequent communication gaps and misunderstanding results lack of communication strategies therefore they read slowly and take a lot time to read the sentences completely. All of these problem can only be solved by improving student's reading skills through audio visual aids (Bohat Aia 2017).

In the Division of Davao Del Sur particularly in Sta. Cruz South District, reading problem among fast learners is still prevalent. Their reading problem is no longer on decoding but they manifest difficulty in comprehending divergent questions. This prompts the researcher as a reading teacher in the fourth grade elementary. Hence, this study.

LITERATURE REVIEW

The student's interest in audio visual texts lies at the root of considering the incorporation of audio visual resources in learning – teaching environment. In addition, communication approaches opt to expose students to natural language and advocate for the use of authentic language materials, as is the case of audio visual texts. Communication exchange takes place as the participant has to understand the meaningful words of phrases of message in order to fill the information gap s/he has. The activity is communicative in so much that speakers have to choose what (content) and how (form) to reply to the other participants; in other words, they have to rely on their communicative competence, apart from their linguistic competence. Lastly, bearing in mind that communication is purposely, the participants can evaluate whether or not the purpose of their message has been achieved by means of feedback, that is, the information reported by the listeners (Corisco and et al 2016).

Audio visual aids can be used in teaching pronunciation, because it give advantages for the English teachers and the students. The teacher will be easier in delivering and presenting the materials, information, and ideas to the students. Whereas the students will be more interested in learning process, the students will be more interested in learning pronunciation, because they can see and listen to the correct sounds produces by the native speakers of English. The visual elements are more interesting that the audio itself. Using audio visual as a teaching method stimulates thinking and improves learning environment in a classroom. The effective use of these aids saves time in learning and students can develop a keen observation and interest in classroom sessions. Each teaching and learning situation varies; a teacher needs to have an understanding of the advantages of each aid and of combination of aids (Asma 2016).

Reading plays a central role in our educational, working, recreational, and social lives. The ability to read is highly valued and important for social and economic advancement. Reading is the most important skill among the four language skills as it can improve the overall language proficiency (Snow, Burns & Griffin, 1998; McDonough & Shaw, 1993; Krashen & Brown, 2007).

Even though one may have reading difficulties in his or her mother tongue, the problems get worse when reading is applied to a second language, as students might be lagging behind in a number of reading components, including accuracy, comprehension, and speed. Lagging behind is a cognitive difficulty associated with the process of reading in another language (Alsamadani, 2008). In other words, these difficulties are more likely to be associated with the nature of the language pragma linguistic or even sociocultural.

Mastering reading skill requires interaction between the reader and the text. The reader has to decode the meaning of the written words to be able to understand the writer's point of view. Rivers (2011) said that, "reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language" (p. 147). Readers have to use their prior knowledge while reading in order to construct meaning. Goodman (1973) declares that the learner "interacts with a message encoded by the writer. One of the most significant problems faced by instructors is reading deficiency in English texts among the university students, which reflects the students' poor academic performance. It is assumed that learners who are unable to read and comprehend face many challenges during their studies and after graduation. This study aims to investigate reading comprehensions difficulties among EFL learners in higher learning institutions. The study employed quantitative method, 100 out of 281 Arab students of Universiti Sultan Zainal Abidin.

Statement of the Problem

This study sought to determine the effect of "Magic Sing" approach on the reading abilities of grade four fast learners. Eventually, it also sought to determine the magnitude of effect of the action initiated by the researcher on the reading abilities of the research subjects. Moreover, it sought answer to the following sub-problems:

1. What is the pre-test scores of the grade four students both from controlled and experimental groups?
2. What is the post test scores of the grade four fast learner students both from controlled and experimental groups?
3. Is there a significant difference on the post test scores of the grade four fast learner students from controlled and experimental groups?
4. What is the magnitude of effect of the magic sing approach on the reading ability of grade four fast learners?



METHODOLOGY

Research Design

This study made use of the quasi experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

Research Respondents

This study was conducted in Sta. Cruz Central Elementary School, Division of Davao Del Sur. The subjects of this study will be the 95 grade four pupils – 47 are from section A which will be the controlled group and 48 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study.

Distribution of Respondents

	Subjects	No. of Pupils
1	Section A	47
2	Section B	48
	Total	95

Research Instruments

This study utilized the new normal learning modality. It is a blended learning where teacher gave module at the same meet the learners online but adhering to the protocols of Inter-agency Task Force (IATF). The researcher has to meet the learners online for a follow up session of what has been printed in the module.

The pre and post-performance test consist of a 45 –item test will eventually determine the reading skills of the research subjects. The pretest will be administered to all subjects prior to the treatment. The pretest will be very helpful to assess the human organ identification skills of the learners. On the hand, post test will be administered to measure the effect of the treatment.

Data Analysis

The following statistical tools were used in the analysis and interpretation the responses in this study.

Mean was used to describe the reading skills of the subjects from controlled and experimental groups in pretest and posttest.

Eta square was used to measure the magnitude of effect of Magic Sing on the reading skills of the grade four fast learners.

RESULTS AND DISCUSSION

This study sought to determine the effect of Magic Sing approach on the human reading proficiency of grade four fast learners. This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Sta. Cruz Central Elementary School, Sta. Cruz South District. The subjects of this study were the 95 grade four fast pupils – 47 are from section A which comprised the controlled group and 48 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

This study revealed that the utilization of Magic sing has an effect on the reading proficiency of grade four fast learner-pupils. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the grade four learners both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group is at the Developing level while the post test scores of the experimental group is at the Advanced level.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that teachers teaching science grade four should apply magic sing approach in order to make teaching reading meaningful and interactive thus, making grade four reading class effective as learners interest is tickled where they participate in the class discussion because they have better understanding of the lesson which is within their experiences and context. Further, learners are more engaged in learning if the teacher uses Magic Sing because there are learners who learn best if emerge in the lesson.

The school heads should consider and appreciate the application of Magic Sing as an in teaching reading as it improves the performance of the learners in reading. The application of Magic Sing should also be shared to other teachers teaching reading in another grade level so that proficiency in reading of learners will be developed.



The application of Magic Sing could also be used by teachers of other core subject areas exploring its effect on the comprehension and interest of the learners to learn more because the subject is taught within their experiences.

For future researchers, it is strongly recommended that a relative study on the effect of any performance task activities in relation to other aspects in academic endeavour of the learners will be conducted.

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